**Origin of Question**

As an intervention specialist at Belle Aire Elementary, I often find myself asking the question, “What difference do I make in the classroom.” When full inclusion started at Belle Aire last year, the staff and administration were hopeful of the positive changes that would be made. Although the spirits were high, the skepticism was high as well. There were mixed feelings on whether or not any classroom really needed two teachers. Would this model truly benefit the district and its students or would it merely give a grounds for more students with special needs.

Inclusion is considered a method intended to provide more support to students that are special needs. My job in the classroom is to collect data and write individualized education plans, but I want to know how other teachers view my position and the students that I work with. It is critical that a school work as a community and that teachers view students as equally important. Do teachers have a certain view of students if they are labeled special education or if they receive special education services?

Because I am an inclusion teacher and not a regular education teacher, I decided to focus my research on the perception that teachers (old and new) have of the inclusion model and of special education students in the fourth grade. My focus will be on the teaching staff and Administration at Belle Aire Elementary.